The promotion of foreign language instruction and learning has been the objective of three national legislative acts: National Defense Education Act, Foreign Language Assistance Act, and National Security Education Act. Following these enactments, the Department of Education and the Department of Defense have dispensed appropriations to meet the objectives of African language programs in curriculum development, teacher training, and instructional strategies. However, marginalization of language instruction exists within the academic community and as a result, not enough African language instructors participate in language professional activities. Beyond the restrictions in pedagogical research and curriculum materials faced by language instructors in general, teachers of African languages face additional limitations, lacking a framework for a national language policy, institutional financial support, and articulation. A reform initiative for African Studies Centers (ASCs) includes five components of change: a mission statement, a set of specific skills, program incentives, improved resources, and an action plan timeline to achieve a viable national African language policy. Suggestions for a national framework for language instruction, for obtaining institutional support, and for developing professionals associations are offered. Sixteen appendices address standards for a professional African language instructor; teacher certification in Arabic, Hausa, Swahili, and Yoruba; and a proposed timeline toward a national plan for African language instructors. (JP)
PROFESSIONALIZING

TEACHERS OF AFRICAN LANGUAGES:
PRIORITIES FOR THE CURRENT DECADE

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Foreign language teachers cannot alone succeed in lifting America's Language Curtain. They can and will facilitate the process by bringing their methods and objectives up to date; but no change will come about until those who actually determine the course of American education are convinced that a change is overdue. (William R. Parker, address given 11 August 1953, Middlebury College. First Director of NDEA, Title VI, Language Development Program)

Professionalization, as a historical phenomenon, describes a process by which members of an occupation share a common body of knowledge and use agreed upon standards of practice in exercising that knowledge on behalf of a defined clientele. In the case of the language profession, teachers, on an annual basis, are expected to produce language learners possessing curiosity about this language, its culture, its literatures, and its linguistic components. Administrators anticipate that these learners will make steady gains in language and culture proficiency and steady losses in ethnocentrism. This essay argues that the African language profession is in its infancy. Heretofore, African language instruction has had a minimal common body of knowledge and fluctuating standards of practice. This author advocates a specific timeline for developing an African language teaching profession and career -- one that is consistent with the U.S. Department of Education reform initiative "America 2000."

Introduction

For thirty-five years, teachers of African languages have struggled valiantly against many odds to prepare courses upon demand for over 50 different African languages. Since 1980,
African language instruction has received increased national support not only at the post-secondary level, but also at the elementary and secondary levels. This support has come in the form of funding for pedagogical research, travel for language maintenance, and development of assessment standards.

However, the present academic community does not award tenure and promotion based upon teaching, research, extension, or administration of foreign language acquisition. Consequently, the inertia of the academe legislates against reform and innovation. College deans and department chairs continue to view African language instruction as an "add-on" requirement. Ironically, these administrators often are U.S.-educated Africanists who earned their doctorates after 1958 with federal National Defense Education Act (NDEA) language funding and signed documents stating their continued promotion of language instruction. In addition, some administrators are the very persons who have represented African language teaching interests at federal and state policy meetings. Furthermore, many of these deans and chairs have published articles on the travesty of African language instruction in the U.S. Nevertheless, this practice of stigmatizing instructors of African languages continues despite the government and funding agencies' prognostications of doom or withdrawal of support.

Serious career instructors of African languages have no reprieve. Faculty members of African languages who display interest in language acquisition are victimized by a system which does not grant tenure or promotion based on research, teaching, or
publications concerning language acquisition. This academic tradition results in an administration which shows them no respect, no appreciation, and no support -- the "battered language teacher syndrome." Therefore, African language teachers, who by and large are hired from other disciplines, quickly become discouraged and focus their scholarly pursuits in those other disciplines from which their doctorates came (anthropology, classics, history, linguistics, literature, political science, religion, or sociology).

This marginalization of language instruction has prevented Africanists' career commitment to research and specialization in language acquisition. As a result, not enough African language instructors participate in language professional activities such as:

- creating a national language framework and guidelines
- designing pedagogical research in an African language
- presenting pedagogical research at language associations
- holding positions in language organization
- developing and publishing classroom tested materials
- applying language assessment techniques
- integrating supervision into the language program
- directing dissertations on African language pedagogy
- visiting African language country/region regularly
- generating overseas language programs
In summary, teachers of African languages are handicapped by this academic phenomenon.

This paper argues that Africanists must obtain pedagogical training, employ current methodologies for a communicative goal, and be judged and evaluated according to criteria as language teaching scholars. In essence, administrators and instructors must view African language instruction as a discipline and profession and stop trivializing the instruction of African languages. This paper will summarize U.S. national language legislation, review teaching and research limitations, and recommend some attainable solutions within the 1990s.

National Legislation

The promotion of foreign language instruction and learning has been the objective of three national legislative acts: National Defense Education Act\(^7\) (NDEA/HEA), Foreign Language Assistance Act, and National Security Education Act. Following these enactments, the Department of Education and more recently the Department of Defense have dispensed appropriations to meet the objectives of African language programs in curriculum development, teacher training, and instructional strategies.

* The Acts *

National Defense Education Act - 1958 (NDEA) [Dept. of Education]
Higher Education Act - 1965 (HEA re-enactment)
Higher Education Act - 1992 (HEA re-authorization)

African language instruction in the United States began in earnest following the passage of the National Defense Education Act
The Title VI Foreign Language and Area Studies (formerly known as National Defense Foreign Language) fellowships fund graduate students studying designated African languages. U.S. citizens or permanent residents receive a stipend on the condition that this language will become upon graduation an integral part of their language teaching and research commitment at the post-secondary level.

Title VI National Resource Centers (formerly Language and Area Studies) commissions major research universities to "establish, strengthen, and operate comprehensive language programs" at the graduate and undergraduate levels. More specifically, this title requires that centers use funds for:

- Faculty, staff, student travel to target language countries
- Teaching and research materials
- Curriculum planning
- Visiting scholars
- In-service training of language staff.

Foreign Language Assistance Act - 1988 [Dept. of Education]

This act funds elementary and secondary level foreign language programs. Moreover, this legislation targets five less commonly taught languages of which Arabic is one.


This act created a trust fund to support three areas of foreign language acquisition:

- Scholarships for undergraduate students to study in a critical language country
• fellowships for graduate students in a critical language
• grants for program development and improvement of critical languages.

After the signing of these acts, their administration and definitions have evolved through the interpretation of the Department of Education or Defense employees and the awardees.

* The Implementation *

Various divisions and agencies in the Department of Education and Department of Defense (National Security Agency/NSA) administer these acts. The Center for International Education (CIE) manages the Higher Education Act (HEA) Title VI center and fellowship grants. Beginning in the 1985 funding cycle, the CIE provided special inducements for oral proficiency training. A 1988 memo specifies the options for verifying oral proficiency training of faculty teaching Foreign Language and Area Studies (FLAS) students. The CIE office subsequently clarified that language instruction should be competency based. As of 1990, CIE awarded Title VI funding on this competency initiative. The CIE staff defined communicative competency to consist of the knowledge and use of grammatical, sociolinguistic, discourse, and strategic ability as applied to listening, speaking, reading, writing, and cultural skills. A communicative framework requires each teaching activity to have information-sharing as a component delivered in the target language. The common technique of pattern practices or sentence translations is not target language communication.
The bulk of the NDEA/HEA’s matching funding has financed graduate language fellowship or African Studies Center (ASC) administration. Only an estimated 18 percent of these funds actually have supported instruction of African languages. Few of the ASCs spend Title VI funds on African language policy development. Instructors must apply for discretionary grants targeted for teacher training, development of instructional materials, applications of technologies, or regular summer immersion language programs. In 1993, over twenty-five different federal government initiatives provide funding in the following areas of foreign language development:

- Program Assistance
- Teacher Education and Professional Development
- Technical Assistance and Support Services
- Graduate Student Assistance
- Undergraduate travel (Junior year abroad)
- K-12 program design
- Research
- Materials Development
- Data Collection

Nevertheless, this discretionary funding has little cumulative effect upon the framework of African language teaching. Although these three acts legislate funds for ASCs, the African language instructors are responsible for program development, curriculum design, and instructional training.
Teaching and Research Limitations

This section examines factors contributing to the retardation in the African language profession. Although all language instructors lament restrictions in pedagogical research and curriculum materials, teachers of African languages have additional limitations. These limitations include a lack of a framework, lack of institutional support, and lack of articulation.

Lack of a Framework

The fundamental problem for Africanists is defining a framework for a national language policy. Setting learning guidelines and accepted methods of assessment are essential for students. Only Arabic language instructors have published their approved guidelines for instruction focusing on listening, speaking, reading, writing, and culture skills. Although Africanists at Indiana drafted guidelines that defined goals for three levels of achievement, African language instructors have not approved or implemented them.

Cooperation. Whereas Michigan State University has hosted several conferences to define the resources of African language instruction, not all African language faculty instructors and language coordinators participated. Traditionally, universities do not provide incentives for language program development and inter-language articulation. Furthermore, few universities apply the consensus from meetings regarding the improvement of language instruction. Customarily, instructors from non-Title VI
universities, K-16 institutions, or private organizations are not included in these discussions.

The lack of collective, field-wide collaboration isolates ASCs and weakens the African language profession. Several new organizations have received funding to develop curricula and conduct research in instruction. In 1990, CIE created three Language Resource Centers\textsuperscript{6} to promote less commonly taught languages. Now CIE and NSA are promoting minority schools to develop African materials. In 1992, the government language programs created an umbrella research organization, the Center for the Advancement of Language Learning. Each of these new institutions must be included in the planning language policy.

Language offerings. In order to attract graduate students, ASCs frequently compete for limited short-term funding to teach non-priority languages. For this reason, several ASCs list over fifteen languages offered at their institution when only two or three faculty members actually teach a given African language sequence annually.

In the past, the ASCs have focused their efforts on a few motivated graduate students. With the recent elementary and secondary school legislation (FLAA), African language instructors must consider not only the research needs of their graduate students and colleagues, but also the language interests of other students and teachers. Undergraduates now seek African language courses to complete their two year language requirement. Materials
at the intermediate and advanced levels are necessary to accommodate these students.

Finally, students at the secondary and undergraduate levels are seeking overseas and immersion programs. Consequently, one faculty instructor no longer can teach all three levels, develop materials, and administer these programs.

**Lack of Institutional Support**

Like other educational activities today, financial support is a major limitation for African language teachers. Money itself is often available -- however, not at the right time or in the right combinations. This problem reverberates throughout the system in its effect on proposal writing, research, teacher credentials, student assessment, language maintenance, and supervision.

**Proposal writing.** Although supplementary, short-term grants are available, no long-term financing supports any African language program. The annual writing of each proposal requires additional time away from research and teaching. Language programs depend on the motivation and the writing ability of the instructor. When proposal awards are not part of the tenure and promotions evaluation, few junior instructors can afford time for generating projects.

**Research.** Not only is research minuscule, but it is restricted to quantitative data. Of these studies, few results are generalizable to African language classes, and those which may apply are marred by inadequate problem development, lack of control of variables, invalid measures, and inappropriate statistical
techniques. Few Africanists have published any language acquisition results utilizing qualitative data based upon symbolic or critical theories, meta-analysis, or action research. Major language journals are devoid of ethnographic studies of African languages instruction. This "intellectual myopia" is responsible for the fact that to date, few Africanists have researched the following topics:

- learning styles (metacognition, cognition)
- student anxiety
- teaching styles and impact upon students
- communication strategies
- social strategies
- sequencing of linguistics features
- "target" speaker irritations with errors
- evaluation and assessment
- maintenance of language skills
- faculty - TA supervision
- technology as instruction (computers, video, satellites)
- textbook development
- target cultural interpretation by Americans and Africans

African language instructors have not repeated or validated any of the child language acquisition studies at the tertiary level. In sum, research on African language instruction initially must focus on three categories: current status reports, collaboration among less commonly taught language along with commonly taught language instructors, and proposed reforms.
Teacher credentials. Standards for teaching African languages vary. A recent survey of African language faculty indicates that teacher certification is not a condition for employment. Advertisements for language instructors rarely require any language pedagogical training. Most tenured faculty are teaching outside of their dissertation discipline. In addition, administrators rarely require pedagogical training for temporary instructors. In fact, few ASCs recommend a workshop for TAs or informants in the methodology of teaching a foreign language. Based on surveys of TAs, the majority indicate that they would participate in a course prior to an appointment which is a requirement for TAs of the commonly taught language.20 Furthermore, data gathered from several language organizations indicate that no ASCs offer a doctoral language program for research in curriculum development, instruction design, or evaluation. Consequently, few students and faculty of African languages are prepared to contribute to the African language acquisition field.21

Student assessment and employment. Because few African language instructors have completed certification in the American Council on Teachers of Foreign Languages (ACTFL) oral proficiency interview22 or the Center for Applied Linguistics (CAL) simulated oral proficiency interview23 technique, ASCs cannot assess their instructors or students on actual language proficiency as CIE prescribes.24

On average, the assessment level of most African languages required for research or employment cannot be met by the current
ASC language program course design. Graduates seeking employment in government agencies and business customarily must attain a "superior" or "level 3" or "very good" by the ACTFL/FSI/ILR/ETS/MLA\textsuperscript{25} respective measurement in listening, speaking, and reading (cultural sensitivity).\textsuperscript{26} At the same time, most states require an ACTFL/FSI/MLA assessment of "advanced" or "level 2" or "good" for foreign language certification at the elementary or secondary school appointments.\textsuperscript{27}

Despite the fact that a few students may achieve a near "native" (distinguished proficiency/4) or "native" (bilingual proficiency/5) rating for an African language, of those who do, few are hired. Traditionally, U.S. universities hire first, second, or third African language speakers from Africa who may or may not rate a "native" speaker's score. Frequently, these African employees lack language pedagogical training and familiarity with the U.S. educational system and post-secondary students -- both critical factors for a strong program.

*Language maintenance.* Student and instructor maintenance of language skills often lapses. No advanced teacher immersion programs are available to maintain instructor or other faculty skills. No universities have African language houses or language rooms where students and faculty can immerse themselves in a major language and its culture. Only a few students who obtain a FLAS fellowship receive a guarantee of support for additional years. Moreover, only certain languages have fellowship authorization. Furthermore, the U.S. Department of Education can change the
languages of fellowships without notice. Unlike many state requirements for K-12 language instructors, no language, culture, or pedagogical recertification is required of post-secondary African language instructors.

Supervision. Although most ASCs appoint "language coordinators," few of these faculty members have training in supervision or language policy. The coordinator is typically a faculty member trained in linguistics seeking tenure or promotion. Rarely do these coordinators receive release time to perform the supervisory duties. As a group, ASCs language coordinators are not clear on what responsibilities this position includes. The application of a minimum of six classroom observations is rare. Therefore, coordinators provide little pedagogical training for new instructors or collaboration with tenured faculty.

Small enrollments and attrition. As a result of these limitations at the college level, instructors experience small enrollments and acceleration of student attrition. Generally, African language university courses attract small class enrollments. Without regularly specified enrollments, department chairs are reluctant to hire permanent instructors. A faculty instructor who has not secured a sufficient number of students cannot hire a TA, which would provide employment for a graduate student. As a result these faculty members must recruit an informant to work independently with students, work overtime through an independent study arrangement, or cancel the course.
Under these conditions, the instructors cannot conduct in-class or across-program studies. The sample size is too small for quantitative research.

Attrition of students is also a serious problem. At many ASCs a large attrition rate occurs following the second semester/quarter and second year. Few of the first semester students of African languages ever complete the one- or two-year language requirement for the bachelor's degree. Graduate advisors frequently belittle the language program and discourage their advisees from completing the three-year sequence. These advisors admonish graduate students from committing so much time to courses not required by the student's department. This situation destroys a three-year language program necessary for any substantial language proficiency and eventual employment skills. Although some universities in the past increased their enrollments through inflated grade assessment, enrollment statistics indicate this condition is not prevalent in the 1990s. The final result of lack of institutional support is the devaluation of African languages.

Lack of Articulation

Because the twelve ASCs consider their programs the only serious ones in the U.S., they have developed few linkages. This attitude is evident in the lack of collaboration with language instructors, with African missions, and with ethnic communities. Other departments. Instructors of African languages rarely consult with Africanist faculty members on their own campus concerning language programs and expectations. It is not unknown
for a language instructor to be hired based on excellence in literature or linguistics and not on an instructor's excellence in teaching language nor the need for an African language to support area foci. Likewise, instructors of African languages, affiliated with the extension programs, rarely have contact with those instructors on the main campus.

Frequently, the area studies faculty fail to support the language offerings since they feel the language instruction does not contribute to their students' research or department requirements. Often these Africanists have not obtained a proficiency level necessary for research nor maintained their own language skills. Furthermore, many Africanists avoid regular visits to their research target country/region and thus lose any language familiarity which they might have acquired. Consequently, the institutional role models of language excellence are absent.

Other U.S. institutions. African instructors at the university level have no substantial secondary programs from which to draw students. Although most major school districts do offer Arabic or Swahili, few university faculty cooperate with them.30 Furthermore, few African language instructors know about the variety of language programs offered at the post-secondary level in the public, private, and governmental sector. Few Africanists hold memberships in professional language organizations. Thus, articulation vertically and horizontally is minimal.

African country instructors. Collaboration with language instructors in Africa is frustrated by difficulties of travel and
communication. Few faculty members are prepared to exchange positions or conduct joint research. Without the target language country connection, many teaching materials lack authenticity.

Government missions. Because of the economic situation of African governments, U.S. African language instructors have little support from target language governments. Few African embassies or permanent missions can offer a language program similar to Alliance Française or the Goethe Institute. Since most embassies prepare tourist information in European languages rather than the target language, authentic materials are unavailable.

U.S. ethnic communities. Although Oriotunji Village in South Carolina promotes Yoruba culture, generally, the U.S. does not have recognized African ethnic communities. Arabic communities do exist throughout the U.S., but most of these include only Egyptian North Africans while other North African nationals are dispersed. In contrast, the Arabs of Asian heritage have created schools, lobby groups, radio stations, television stations, religious centers, and newspapers; Detroit, Los Angeles, Falls Church, and Toledo are examples.

Recommendations

ASCs must stop operating in a crisis mode of orientation. Africanists must reduce these above mentioned limitations and nationally reform their language programs. Africanists must adapt an ideology which considers language acquisition in terms of class, age, gender, and race not merely as a means to receive
federal funding. Commonly taught language models can provide merely a reference point for implementing these reforms.\textsuperscript{32}

(Appendix A)

It will be painful to deconstruct theories, methodologies, and practices of the previous thirty-five years. Administrators and instructors most assuredly will progress through a transition continuum which includes denial of language program failure; resistance to changes in curriculum, in teacher credentials, and in textbooks; exploration of new ideas in methods and materials; and eventual team (by university and language group) commitment to participation in the national language profession. This reform initiative must include these five components of change: a vision (mission statement), a set of specific skills, program incentives, improved resources, and an action plan timeline\textsuperscript{33} to achieve a viable national African language policy. Without all five components, reform will not succeed and the results will languish in confusion, anxiety, minimal change, frustration, and false starts. This section focuses specifically on establishing a framework, obtaining institutional support, and developing associations.

Framework or Guidelines for each Language

A long-term national framework for instruction is critical to achieve language teaching continuity. This framework must state goals and theories of each regularly taught language which include: standards for instructors, standards for evaluating the instruction
and students, standards for the training of instructors, and standards for the support and development of instruction.

(Appendix B)

Regular, three-level sequenced language offerings. Each university should regularly offer three or four major languages with three levels annually. If a language cannot be offered on a regular basis, it should not be reported or advertised. A permanent, trained instructor should be responsible for each language sequence. ASCs should offer language courses for sufficient time to enable students to achieve an advanced or superior assessment in order to meet state and federal employment requirements. To achieve this time requirement, ASC might augment their own programs consisting of 5 instructional hours per week for Category I languages and 7 instructional hours per week for Category II-IV languages (most African languages) by incorporating immersion institutes and overseas sessions. This strategy would allow students the potential to acquire an advanced proficiency. If these criteria cannot be met, ASC publications and reports must clearly indicate all limitations for major language programs and specify ad hoc or irregular language courses. (Appendix C)

Proficiency guidelines. All advertised languages must have guidelines for instructional uniformity at each level. African language instructors should immediately approve and publish proficiency guidelines for the following major languages listed by the CIE based upon Title VI proposals, Center for Applied Linguistics, and the Society of Applied Linguistics: Afrikaans,
Amharic, Arabic, Bamana, Hausa, Lingala, Shona, Swahili, Wolof, Yoruba, and Zulu. Other languages should be considered for guidelines are Somali, "Akan," and Nyanja. These guidelines should indicate goals for novice, intermediate, advanced, and superior level instruction.

_Nationally distributed guidelines._ American Council on the Teaching of Foreign Languages (ACTFL) should circulate these guidelines as it does for guidelines of other languages including Arabic. This process will enable new teachers and program administrators to obtain the most recent publications and resources.

_Advanced level curricula._ Instructors should develop advanced language materials for the major languages based upon communicative competence using authentic materials. The definition of advanced level materials must be based on guidelines. (Appendix D)

_Immersion programs._ Each major language instructor should collaborate with colleagues in the U.S. and in the target language country to develop an immersion summer program for advanced students. Initially, instructors should negotiate for an affiliation with Middlebury College where summer immersion programs are successful or with CIE funded group projects abroad. These programs must have open recruitment and not be limited to Title VI ASCs.

_Proposal._ Language group instructors should submit joint proposals annually to secure funding to conduct research, develop programs, train teachers, assist graduate students, and gather
language program data. The responsibilities of administering these grants should rotate among the language instructors. To familiarize themselves with the activities of other language teachers, Africanists should seek positions as readers of proposals for various funding organizations. (Appendix B/L)

Institutional Support and Training

Since pedagogical training for communicative competence is a CIE charge, all instructors should obtain methodological and supervisory training for developing advanced level programs. Language instructors must have not only knowledge of language acquisition theories and methods, but also the demonstrated ability to apply these theories to the specific African language which they teach. Rivers outlines 19 factors crucial for college language instruction and program implementation. As language programs become institutionalized, interdisciplinary collaboration is critical for both students and instructors.

College methods. At most colleges and universities, methods courses for the commonly taught languages are available in the College of Letters and Science or the School of Education. For example, at the University of Wisconsin, Africanists could obtain training through 16 different courses. To insure quality, no administrator should hire language instructors to teach without recent pedagogical training. (Appendix E)

Supervision. Language coordinators and senior faculty should become familiar with supervision and mentoring techniques in contrast to "inspection." According to Waltz, this training
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should include 14 different duties. Africanists should collaborate with other language coordinators (by language as well as cross language) in executing these responsibilities. This collaboration can develop procedures for faculty evaluation, observations, TA methods courses, overseas programs, professional organizations, and use of technology. These administrative, teaching, and research activities solidify the African language profession. (Appendix F)

Certification. In order to improve the quality of instruction, certification standards need to be developed for faculty, staff, TAs, and informants. Doctoral students of ASCs should demonstrate their African language competence by the minimum proficiency (advanced) in listening, speaking, reading, writing, and cultural skills in a major language.

Several organizations have endorsed a foreign language teacher education program which will verify competency standards for certifying teachers at all instructional levels, including TAs. The Wisconsin Department of Public Instruction, for example, provides a 5-year certification model which includes requirements for five language skill proficiencies, training in linguistics, regular overseas experience, target language as medium of instruction, and assessment. Wisconsin has drafted K-12 teacher certification programs in collaboration with the School of Education for Arabic, Hausa, Swahili, and Yoruba. These drafts require approval of the Department of African Languages and Literature for implementation. (Appendix G)
Doctoral language degree. To support research and teaching of African languages, departments offering African languages should create an option for advanced degrees in African language acquisition which includes pedagogical training and a teaching component as performed in an Africa language. (Appendix H)

Interdisciplinary collaboration. Instructors of African languages cannot view their courses in isolation. As defined in the NDEA 1958, funded language courses must correlate with the area studies courses. Therefore, to support the faculty and students' research foci, ASC directors and department chairs are responsible for coordinating language offerings with language-related area courses. Moreover, they should explicitly hire area faculty who teach content that strengthens the language offerings. Subcommittees of faculty having language proficiency and research experience in the target language country/region must organize course offerings throughout the university rather than only in the college of letters and science. This interdisciplinary concentration is critical for thorough research and teaching preparation not only of students but also for maintaining faculty and staff skills. (Appendix I)

Association Obligations

Professional associations such as the African Studies Association (ASA), American Association of Teachers of Arabic (AATA), Association of African Studies Programs (AASP), and African Language Teachers Association (ALTA) and the ASC should encourage, promote, and provide leadership for program changes of African
language instruction. These associations are a conduit for disseminating information concerning accurate, current descriptions of instructors and programs. To further help, these associations could define the profession through licensure and hiring standards. As a unified voice, the associations articulate goals, develop materials, and monitor practices in the community, state, and national arena. (Appendix J)

Affiliation with language organizations. AATA and ALTA members should join the American Council on the Teaching of Foreign Languages (ACTFL), collaborate on various sub-committees, and publish refereed articles. Members must seek recognition for these articles from universities for tenure and promotion. Africanists need to participate in state and regional language associations not only to build contacts, but also to generate innovative teaching ideas. Graduate students should be encouraged to give papers on language teaching topics.

Journals and newsletters. Both AATA’s Al-‘Arabiyya and ALTA’s Lugha should include research articles, textbook reviews, instructional materials, goals and strategies for teaching language and literature, and for discussing issues relevant to language teaching and learning. A subcommittee should regularly document data on enrollments, proposals, and curriculum development. Furthermore, these two newsletters could print a job listing to inform members of language teaching and research positions.

Endowment. An AATA and ALTA endowments should assist in professional development and conference attendance. This money
would support students and faculty members to attend workshops, collaborate on projects, and secure certification in proficiency assessment. The endowment could award members for teaching and research excellence. Members seeking language maintenance of communicative competence and professional standards might apply for this money.

(Appendix K)

Language competence. Members of African organizations must promote language use. ASA could encourage panel presenters to deliver papers in a major African language. To promote communication around the world in the target language, each language group might develop an electronic computer bulletin board. When ASCs hold a regional conference, language faculty could arrange for speakers of major African languages to attend language classes. Finally, authentic language media should be integrated into the language program.

(Appendix L)

Although the problems of African language instruction have existed over thirty-five years, the solutions are in the hands of the African language teachers and their respective administrators. They must pursue urgently these recommendations during the remaining six years of this decade in partnership with "America 2000." The academic community can no longer marginalize African language instructors. In a time of dwindling federal and state funding, the African language programs must be effective and efficient for students of all levels, not just the highly motivated graduate student. The professionalization of teachers of African languages includes not only the utilization of government funds,
but also the wisdom to plan a language framework, to develop institutional support and training, and to share research and experiences with colleagues at professional associations. This cross-fertilization of ideas will generate quality programs and enrich teachers of African languages. (Appendix M)

Conclusion

In an effort to understand the process of professionalizing teachers of African languages, this paper describes the legislation which funds the ASCs' language programs. The paper reviews the teaching and research limitations for African language instructors. It concentrates on the need for an appropriate national conceptual framework, reliable funding, articulation, and institutional program design. Finally, the paper recommends specific action for change. The African language profession will evolve only when administrators together with their faculty and staff, recognize language instruction and research as a serious career and legitimate occupation.

S August 1993
Notes

1. The following Africanists read this paper and made suggestions: Patrick Bennett, Eyamba Bokamba, Robert Brandstetter, David Dwyer, Kathryn Green, Thomas Hinnebusch, Lioba Moshi, Jan Vansina, and Anne Lessick-Xiao. The National Foreign Language Center funded this research.


6. Since 1990, the University of Wisconsin as offered departments the option of developing any combination of research, teaching, administration, and outreach for tenure and promotion. To date, Wisconsin's Department of African Languages and Literature has maintained the traditional focus on research publications for merit raises. Of the department ten faculty members, all but one is tenured. (Conversation July, 1993 with Jan Vansina - founder of the Department.)


9. Currently, these universities are national resource centers for African language instruction: Boston University, University of California-Berkeley, University of California-Los Angeles, Cornell University, University of Florida, University of Illinois, Indiana University, Michigan State University, Ohio State University, Stanford University, University of Wisconsin, and Yale University. The next 3-year proposal competition is November, 1993.

10. Less commonly taught languages are all languages other than French, German, Latin, and Spanish.


16. University of Hawai’i (Asian Languages), Georgetown University/CAL Center, and San Diego State University.


20. Discussion with the Wisconsin department language supervisors verifies that they welcome African language instructors to participate in August workshops or courses. Benjamin Rifkin (UW-Slavic Languages), Charles James (UW-German), Sally Hagnan (UW-French), Ellen Rafferty (UW-South East Asian Languages), and Akira Miura (East Asian Languages). My data from African language TAs supports this
21. The NEA (Higher Education) and the Association of American Colleges strongly recommend a graduate curriculum which integrates teaching duties and training. \textit{The next generation: Preparing graduate students for the professional responsibilities of college teachers.} Washington, DC: AAC.


25. These associations and organizations now collaborate in developing assessment instruments - American Council on the Teaching of Foreign Languages, Foreign Language Institute (Dept. of State), Interagency Roundtable (government agencies which teach languages - CIA, FSI, NSA, DLI, FC), Educational Testing Service, and Modern Language Association.


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40. Wisconsin African Studies Program sponsors the Swahili-L (distribution list) for people literate in Swahili [swahili-l@macc.wisc.edu]. The Middle East Studies Program at Brigham Young University provides Arabic-L for discussions of Arabic instruction in English or transliterated Arabic [arabic-l@byu.edu]. Boston University hosts a Berber board [amazigh-net@engcd.bu.edu].
Appendix A

Questions for African Language Planning at Title VI - NRCs

The following questions are addressed to the administrators of HEA, NRC Title VI African language programs and their respective instructors of African languages.

- What considerations will foster a standardization of the many African language curricula to produce a cross-disciplinary focus that will help undergraduate students prepare for the multicultural society/world?
- How is the expertise of other discipline faculty members integrated into the research program of graduate students of African languages?
- What are the local limitations to an interdisciplinary African language program?
- How do instructors of African languages intend to modify their attitudes, their administrators', and those of their students to allow them to teach an African language as a subject and not an object of study?
- How do instructors of African languages plan to help learners use their individual differences to maximize the acquisition of an African language?
- What issues are necessary for resolution in order to agree on a standard for each major African language/culture taught on a regular 3/2-level basis?
- What is the process to be used to arrive at such standards?
- Who will contribute and who will be responsible for the dissemination of these standards?
- Why is this process more beneficial than others or none?
- From a social, economic, cultural, political perspective, what are the purposes for teaching various African languages?
- What is the optimum language offering for a NRC Title VI African Studies Center?
- In what ways are future educational and economic opportunities associated with African languages and their respective cultures?

Kuntz - Professionalizing Teachers of African Languages

- How do Title VI NRC administrators and instructors of African languages value the target language and cultural knowledge of recent immigrants?
- How do the African language program preserve this heritage and contribute to the U.S. multicultural and multilingual society?
- As language professionals, how do instructors of African languages diminish the pervasive underachievement of minority students?
- What are the limitations of instructors (U.S. trained and naturalized citizens) able to make curricular decisions that fit the cultural education in the U.S.?
- Who should prepare curricular materials?
- How frequently should these materials be up-dated?
- How can reform movements which stress assessment and accountability be compatible with the goals of Title VI and NRC universities?
- How does a reflective, critical, inquiring orientation by instructors contribute to more appropriate learning of African languages for students?
- What difference can such an orientation make to the development of students to communicate in the African language and understand their own culture vis a viz the target culture?
- What is the most important aspect of African language instruction in the K-12 level?
- To what extent do Title VI NRCs have a responsibility to train potential teachers for K-12 teaching positions?
- Since African content for the most part is ignored in the reform movements within the foreign language, ESL, and bilingual community, who or what entity brings the African viewpoint to the profession to participate in implementing standards for teacher development?
- By what means are currently licensed teachers socialized and helped to understand and implement African languages and cultures?
- What dispositions need to be addressed and what program characteristics need attention to attract, retain, and graduate more minority students as instructors of African languages?
- How can African language, foreign language (commonly taught and less commonly taught), ESL, bilingual educators begin to collaborate in a more systematic fashion?
Appendix B

Framework of U.S. Approved Critical African Languages Regularly Taught at Title VI Centers 3-Year Program (Data 1984-93)

The following languages represent the most frequently reported languages offered at Title VI African Studies Centers.

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2Data collected from cited organization (12 Title VI Centers, the Center for Applied Linguistics, the Linguistic Society of America, and the U.S. Department of Education) during research appointment at the National Foreign Language Center, Washington, DC, 30 August - 24 December 1992.

3HEA Title VI African Studies and Middle East Studies Centers share three universities: Ohio State University, University of California-Berkeley, and University of California-Los Angeles. Representatives from these universities are included in African Studies section for the basis of this statistic.
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Note: (17) draft
GRANTS FOR LESS-COMMONLY TAUGHT LANGUAGES

Center for International Education:
Business and International Education
Centers for International Business Education
Doctoral Dissertation Research Abroad
Faculty Research Abroad
Foreign Language and Area Studies Fellowships
Foreign Periodicals
Group Project Abroad
International Research and Study Programs
Language Resource Centers
National Resource Centers
Seminars Project Abroad
Undergraduate International Studies and Foreign Language

U.S. Department of Education:
Fund for the Improvement of Post-secondary Education (FIPSE)
Star Schools (distance education)
Office of Bilingual Education and Minority Languages Affairs (OBEMLA)
Foreign Language Assistance Program (FLAP)
Fund for the Improvement and Reform of Schools and Teaching (FIRST)
Fund for Innovation in Education (FIE) K-12

Office of Educational Research and Improvement:
ERIC Clearinghouse on Languages and Linguistics
Foreign Language Material Acquisition Program (FLMAP)
National Center for Research on Cultural Diversity and Second Language Learning (NCRCDSLL)

National Endowment for the Humanities:
Special Opportunity in Foreign Language - Summer Institutes
Special Opportunity in Foreign Language - Undergraduate Language Program
Special Opportunity in Foreign Language - Materials and Teaching

U.S. Department of Defense:
National Security Agency - Foreign Language and International Studies Programs
National Security Foreign Language Education Program
Appendix C

Proficiency Requirements
by
Foreign Service Institute
American Council on the Teaching of Foreign Languages
Educational Testing Services
Inter-Agency Language Roundtable

Advanced rating - 2 (FSI/ACTFL/ETS/ILR) (Limited Working Proficiency)
Can narrate and describe in the past, present, and future.
Can sustain long discourses. Uses circumlocutions.
Speech and writing in paragraphs.
Discussion on concrete topics. (biographies, life, work, feelings, instruction, current events)
Ability to live off economy necessary for work or research.
Able to deal with complex survival issues.
Great sensitivity with the culture and sociolinguistic competence.
Capable of translation and paraphrasing.
Errors comprehensible to "natives" NOT used to dealing with foreigner.

Superior rating - 3 (FSI/ACTFL/ETS/ILR) (Professional Proficiency)
Can handle unknown topics and situations, give opinions, hypothesize, give explanations, and detailed descriptions.
Errors rarely interfere with comprehension or disturb educated "native" speaker.
Strategic and discourse competency high.
Sociolinguistic competency (register shifts) is still evolving.

FIRST CATEGORY LANGUAGE

Afrikaans/Swahili
Intermediate Proficiency 240 hours
Advanced Proficiency 480 hours
Superior Proficiency 720 hours

SECOND CATEGORY LANGUAGE

Hausa/Lingala/Wolof
Intermediate Proficiency 480 hours
Advanced Proficiency 720 hours
Superior 1320 hours

THIRD CATEGORY LANGUAGE

Amharic/Yoruba/Zulu
Intermediate Proficiency 480 hours
Advanced Proficiency 720 hours
Superior 1320 hours

FOURTH CATEGORY LANGUAGE

Arabic
Intermediate Proficiency 480 hours
Intermediate High Proficiency 720 hours
Advanced Proficiency 1320 hours
Superior Proficiency 2600 hours
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<th>Language</th>
<th>Category</th>
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<td><strong>Swahili</strong></td>
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<td>331, 332</td>
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<td>335, 336</td>
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<td>110 min. x 3 days/wk x 15 wks x 2 sem. (Class) = 165 hrs.</td>
<td>50 min. x 4 days/wk x 15 wks x 2 sem. (Class) = 100 hrs.</td>
<td>50 min. x 3 days/wk x 15 wks x 2 sem. (Class) = 75 hrs.</td>
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<td>50 min. x 5 days/wk x 15 x 2 sem. (Class) = 125</td>
<td>50 min. x 4 days/wk x 15 wks x 2 sem. (Class) = 100 hrs.</td>
<td>50 min. x 3 days/wk x 15 wks x 2 sem. (Class) = 75 hrs.</td>
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</table>

**Immersion Program**

- Swahili: 8 hrs. x 5 days/wk x 8 wks = 320 hrs.
- Hausa: 8 hrs. x 5 days/wk x 8 wks = 320 hrs.

**Total UW DALL Program + Immersion**

- Swahili: 660 hrs
- Hausa: 620 hrs

**Fourth Year**

- Swahili: 50 min. x 3 days/wk x 15 wks x 2 sem. (Class) = 75 hrs.
- Hausa: 50 min. x 3 days/wk x 15 wks x 2 sem. (Class) = 75 hrs.

**Fifth Year**

- Swahili: 50 min. x 3 days/wk x 15 wks x 2 sem. (Class) = 75 hrs.
- Hausa: 50 min. x 3 days/wk x 15 wks x 2 sem. (Class) = 75 hrs.

- **Meets Wisconsin employment minimum language proficiency requirements.**
- **Meets the US Government employment and research minimum language proficiency requirements.**
Kuntz - Professionalizing Teachers of African Languages

Yoruba 3-Year Alternating Program
Category III Language

I  First year - 371, 372 Yoruba
   50 min. x 5 days/wk x 15 wks x 2 sem. (Class) = 125

II Second year - 373, 374 Yoruba
   50 min. x 4 days/wk x 15 wks x 2 sem. (Class) = 100 hrs.

III Third year - 475, 476 Yoruba NOT OFFERED 1992-93
   50 min. x 3 days/wk x 15 wks x 2 sem. (Class) = 75 hrs.

Total UW DALL Yoruba program
300 hours
(Intermediate proficiency 480 hrs.)

IV Immersion Program (Alternating Years 1993/95?)
8 hrs. x 5 days/wk x 8 wks = 320 hrs.

Total UW DALL Yoruba + 1 immersion program 620 hours
(Intermediate High proficiency 600 hrs.
Advanced proficiency 720 hrs.)

V Fourth Year - 475, 476 Yoruba (999/999)
   50 min. x 3 days/wk x 15 wks x 2 sem. (Class) = 75 hrs.

Total UW DALL Yoruba + 1 immersion program + 1 yr. 695 hours

VI Fifth Year - 475, 476 Yoruba (999/999) ? OFFERING NOT CLEAR
   50 min. x 3 days/wk x 15 wks x 2 sem. (Class) = 75 hrs.

Total UW DALL Yoruba + 1 immersion program + 2 yrs. 770 hours
(Advanced proficiency 720 hours)

Meets Wisconsin employment minimum language requirement.
Does not meet the US Government employment or research minimum language requirement.

Arabic 3-Year Program
Category IV Language

I  First year - 321, 322 Arabic
   60 min. x 5 days/wk x 15 wks x 2 sem. (Class) = 150 hrs.
   50 min. x 2 days/wk x 15 wks x 2 sem. (Lab.) = 50 hrs.

II Second year - 323, 324 Arabic
   50 min. x 5 days/wk x 15 wks x 2 sem. (Class) = 125 hrs.
   50 min. x 2 days/wk x 15 wks x 2 sem. (Lab.) = 50 hrs.

III Third year - 445, 446 Arabic Reading
   50 min. x 5 days/wk x 15 wks x 2 sem. (Class) = 125 hrs.

Total UW DALL Arabic program
500 hours
(Intermediate proficiency 480 hrs.)

IV Immersion Program
8 hrs. x 5 days/wk x 8 wks = 320 hrs.

V Fourth year - 445, 446 (999/999) Arabic Reading
   50 min. x 5 days/wk x 15 wks x 2 sem. = 125 hrs.

Total UW DALL Arabic + 1 immersion program + 1 yr. 945 hours
(Intermediate High proficiency 960 hrs.)

***
VI Immersion Program  
8 hrs. x 5 days/wk x 8 wks = 320 hrs.

VII Fifth year - 445, 446 (999/999) Arabic Reading  
50 min. x 5 days/wk x 15 wks x 2 sem. = 125 hrs.

Total UW DALL Arabic + 2 immersion programs + 2 yrs. 1390 hours  
(Advanced proficiency 1320 hrs.)

- Meets the Wisconsin employment minimum language requirement.  
  Does not meet the U.S. Government employment or research minimum language requirement.
### Hypothetical Grid -- Instructor Commitment for each Class per Week at Wisconsin 4-5 credit Language Course

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Appendix D

Center for the Advancement of Language Learning
U.S. Government Language Schools
FSI, DLI, CIA, NCS
A Checklist for
Curriculum/Material Development

U.S. Government Language Schools and HEA Title VI funding want materials that:

1. Teach for proficiency; functional skills for use
2. Incorporate adult language acquisition theories
3. Know the specific needs, goals, and expectation of students
4. Teach language as a tool (communicative language, not a linguistics course)
5. Use authentic language (first language speakers, or materials of target language countries)
6. Focus on listening comprehension (active and passive)
7. Utilize target language situations and functions (not grammatical structures)
8. Provide opportunities for frequent practice of realistic language activities
9. Utilize communicative, information-passing, problem-solving activities as instructional strategy
10. Provide a variety of learning activities
11. Include activities for various learning styles (visual, auditory, kinesic, tactical)
12. Stretch the student slightly "I+1" small challenges
13. Have a supportive and informal tone
14. All grammar to emerge systematically from the context
15. Teach only as much grammar as is need at each step (no exhaustive study of each grammar point and exception)
16. Explain grammar with the minimum of technical terms to summarize rule (Limit English)
17. Reject formal introduction of grammar and vocabulary
18. Use structural drills to focus attention only when needed
19. Includes writing at all levels of instruction
20. Reflect cross-cultural communication
21. Incorporate culture as part of language instruction (paralinguistics, values, behaviors, interpretations)
22. Contain graduated sequences meaningful and communicative activities (built on previously introduced materials)
23. Follow the concept of "spiraling"
24. States functional objectives for each lesson
25. Provides extensive resources for professional instructors
26. Provides explicit feedback for learners (answer sheet)

'Critical Languages Institute, FAM, Tallahassee, FL proposal guidelines.
Appendix E

Methods Courses
University of Wisconsin-Madison

School of Education

Department of Curriculum and Instruction
Practicum - French/ESL/Spanish/German/Japanese
Methods - French/ESL/Spanish/German/Japanese
Student Teaching - French/ESL/Spanish/German/Japanese
Introduction to ESL
Language Supervision
Curriculum - Reading
Skills in the Second Language
Issues in Second language Instruction

College of Letters and Science

Foreign Language TAs 3-day Workshop on Methodology

Department of East Asian Languages and Literatures (Chen, Muira)
Teaching Japanese as a Foreign Language
Teaching Chinese as a Foreign Language

Department of English (TESL/TEFL)

Department of French and Italian (Knop, Magnan, Ozzello, Schofer)
College Teaching of French
Issues in Methods of Teaching French

Department of German (James)
College Teaching of German

Department of Slavic Languages (Rifkin)
Methods of Teaching Russian
College Teaching of Russian

Department of Spanish and Portuguese (Swietlicki)
College Teaching of Spanish
## Standards for a Professional African Language Instructor

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<th>US Citizen trained at Title VI</th>
<th>European trained at Title VI</th>
<th>African (non-native) trained at Title VI</th>
<th>Naturalized &quot;native&quot; at Title VI</th>
<th>Immigrant &quot;native&quot; at Title VI</th>
<th>US Citizen trained in Europe</th>
<th>European trained in Europe (SOAS)</th>
<th>African (non-native) trained in Europe</th>
<th>African native) trained in Europe</th>
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<td>superior</td>
<td>limited</td>
<td>near-native</td>
<td>superior</td>
<td>novice</td>
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<td>superior</td>
<td>advanced</td>
<td>novice</td>
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US Citizen = min. 1st generation American educated K-12 in US
Naturalized native = recent US citizen (resided in the US more than 10 years)
Immigrant native = recent arrival (min 1-10 years maybe permanent resident, naturalized citizen)
Title VI = federally funded research university as a national resource center offering African language at 3 levels of instruction
Non-Title VI = not federally funded research university as national resource center. May not offer 3 levels of instruction.
Standards for Instructors of African Languages

1. Native/near native (superior or above) language proficiency:
   a. listening, speaking, reading, writing, and culture - (aesthetic, sociological, semantic, pragmatic)
   b. Regular visits to target language country (every 5 yr. min.)

2. Pedagogical training expert in second/foreign language acquisition
   a. curriculum design
   b. instructional techniques
   c. supervision and teacher training
   d. assessment

3. Native/near native knowledge of language and community of students
   a. English
   b. U.S. community and U.S. educational policy
   c. previous teaching experience in U.S.

4. Superior knowledge of technology
   a. Computers - lessons, networks, wordprocessing, email
   b. Film, video, slide - development and application
   c. CD-Roms - lessons, research
   d. Satellite/cable broadcasts - courses, conferences, news broadcasts

5. Superior knowledge of general liberal arts
   a. research methodologies
      1. Qualitative (ethnography, case study -- interview, observations)
      2. Quantitative (experimental design, survey, historical, descriptive, correlative)
      3. Meta-analysis
      4. Action Research
   b. publication in journals (refereed preferred)
      1. Language Associations (Foreign Language Annals, Modern Language Journal, ADFL Bulletin)
   c. administrative (leadership)
      1. Language house, table
      2. Overseas program
      3. Newsletter
      4. professional association membership
      5. proposal writing
      6. professional language recognition
      7. effective advocates of African language profession
Standards for a Language Coordinator at Title VI African Studies Centers

1. Familiarity (intermediate proficiency) for major languages offered

2. Training in supervision
   a. class visitation program (peer/mentor program)
   b. familiarity with teaching methodologies
   c. familiarity with different supervisory strategies
   d. orientation workshop for new TAs
   e. college methods course

3. Collaboration with language coordinators
   a. African language coordinators
   b. cross-language coordinators at university
   c. state supervisor of Foreign languages
   d. cross-language coordinators at post-secondary levels

4. Administrative leadership
   a. hiring practices
   b. budget
   c. overseas programs
   d. task forces (district, state, federal levels)

5. Scholarship
   a. research
   b. publications

6. Membership in Organizations
   a. Association of Departments of Foreign Languages
   b. African Language Teachers Association
   c. American Council on the Teaching of Foreign Languages
   d. American Association of University Supervisors and Coordinators
NADSFL Guidelines
Characteristics of Effective Foreign Language Instruction

- Use of the target language extensively by teachers and students
- Communication is meaningful, purposeful activities that simulate real-life situations (communicative competencies)
- Skill-using activities (communicative) dominate class. Skill-getting (mechanical/meaningful drills) enable student to participate in skill-using activities
- Time devoted to listening, speaking, reading, writing, and culture in each class
- Use of a variety of student groupings
- Most activities student centered
- Explicit error correction in activities which focus on accuracy
- Implicit error correction in activities which focus on communication
- Assessment (formal and informal) reflects the way students instructed
- Tasks and questions reflect a range of thinking skills
- Instruction address student learning styles
- Students explicitly taught language learning strategies
- Students expected to self-evaluate their own progress
- Teachers enable students to be successful
- Teachers establish an affective climate in which students feel comfortable to take risks and test hypotheses
- Students develop positive attitudes about the target language and culture
- The physical environment reflects the target language and culture
- The textbook is a tool and NOT the curriculum.
- The teacher uses a variety of print and non-print materials including authentic documents.
- Technology is used to facilitate teaching and learning
- Teacher engages in continued professional development in areas of language skills, cultural knowledge, and current methodology

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National Association of District Supervisors of Foreign Languages. Robert Robison, NADSFL President, Columbus Public Schools, 52 Starling St., Columbus, OH 43215
Appendix G

Teacher Certification in Arabic

DPI - REQUIREMENTS

University of Wisconsin
Proposed Certification Requirement

I. Arabic Requirements (Dept. of African Languages & Literature)

A. Culture and Civilization (choice of two) 6 cr.
   1. Islam: Religion and Culture - 370
   2. Introduction to African Lit. - 201
   3. History of North Africa - 440
   4. Introduction to Afr. Studies - 277
   5. Morocco: Folk., Cult., & Lit. - 305
   6. Civilization of Ancient Egypt - 375
   7. Traditional Middle East - 137

B. Language (all required)
   1. First Year - 321, 322 10 cr.
   2. Second Year - 323, 324 10 cr.
   3. Third Year - 445, 446 6 cr.

C. Linguistics (choice of one) 3 cr.
   1. Sounds of African Languages - 202
   2. Introduction to Afr. Ling. - 301
   3. Language in Society in Africa - 500
   4. Char. of Afro-Asiatic Language - 530
   5. Structure of Arabic - 571

D. Literature (two courses)
   1. Arabic Literature - 699 6 cr.

E. Residence in a country in which Arabic is spoken
   1. Wisconsin - Summer Program in Morocco, Mohammed V University
   2. Wisconsin - Academic, American University of Cairo, Egypt
   3. CASA - Summer/Academic, American University of Cairo, Egypt
   4. Virginia - Summer Program in Jordan, Yarmouk University
   5. ASOR - Summer Program in Jordan, University of Jordan
   6. Florida - Summer Program in Egypt, Ain Sham University
   7. Bourguiba Institute of Modern Languages, Tunisia
   8. Middlebury College, Summer Institute on Arabic
   9. Arabic Language Institute, Fes, Morocco
   11. University of Damascus, Summer Program, Syria
   12. Arab Cultural Association, Amman, Jordan

II. Methods (Dept. of Curriculum & Instruction)

A. Practicum (Fall) - 24- 2 cr.
B. Methods of Teaching a FL (Fall) - 34- 3 cr.
C. Student Teaching (Spring) - 44- 12 cr.
III. General Education Requirements

A. Foundation Courses (Ed. Psy.) 9 cr.
B. Reading (C&I) 2 cr.
C. Human Relations
D. Legal, Political, Economic Education 3 cr.
E. Computers 3 cr.
F. History, Philosophy of Education 3 cr.
G. Study of the Profession 3 cr.
H. Pupil Diversity 3 cr.
I. Special Education 3 cr.
J. Education for Employment 1 cr.
K. School, Family, Community Involvement 1 cr.
L. Children at Risk 1 cr.
M. Pupil Services 1 cr.
N. Creating Positive Environments 1 cr.
O. Education and Testing 1 cr.
P. Educational Technology 1 cr.
Teacher Certification in Hausa

**DPI - REQUIREMENTS**

*University of Wisconsin*

*Proposed Certification Requirement*

**I. Hausa Requirements (Dept. of African Languages & Literature)**

**A. Culture and Civilization (choice)**

1. Introduction to Hausa Culture - ?
2. Islam - 370
3. Introduction to African Lit. - 201
4. History of West Africa - 443
5. Introduction to Afr. Studies - 277
6. Introduction to African Arts - 241
7. African Dance (West African) - 032

**B. Language**

1. First Year - 361, 362 10 cr.
2. Second Year - 363, 364 10 cr.
3. Third Year - 465, 466 6 cr.

**C. Linguistics (choice)**

1. Sounds of African Languages - 202
2. Introduction to Afr. Ling. - 301
3. Language in Society in Afr. - 500

**D. Literature**

1. Hausa Literature - 699 6 cr.

**E. Residence in a country in which Hausa is spoken**

1. US DOE - GPA Summer Hausa Institute (8 wks summer)
2. Boston - Academic, Université de Niamey

**II. Methods (Dept. of Curriculum & Instruction)**

**A. Practicum (Fall)**

- 24- 2 cr.

**B. Methods of Teaching a FL (Fall)**

- 34- 3 cr.

**C. Student Teaching (Spring)**

- 44- 12 cr.

**III. General Education Requirements**

**A. Foundation Courses (Ed. Psy.)**

- 9 cr.

**B. Reading (C&I)**

- 2 cr.

**C. Human Relations**

- 3 cr.

**D. Legal, Political, Economic Education**

- 3 cr.

**E. Computers**

- 3 cr.

**F. History, Philosophy of Education**

- 3 cr.

**G. Study of the Profession**

- 3 cr.

**H. Pupil Diversity**

- 3 cr.

**I. Special Education**

- 3 cr.

**J. Education for Employment**

- 1 cr.

**K. School, Family, Community Involvement**

- 1 cr.

**L. Children at Risk**

- 1 cr.

**M. Pupil Services**

- 1 cr.

**N. Creating Positive Environments**

- 1 cr.

**O. Education and Testing**

- 1 cr.

**P. Educational Technology**

- 1 cr.
Teacher Certification in Swahili

**DPI - REQUIREMENTS**

University of Wisconsin
Proposed Certification Requirement

<table>
<thead>
<tr>
<th>I. Swahili Requirements (Dept. of African Languages &amp; Literature)</th>
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<tbody>
<tr>
<td>A. Culture and Civilization (choice)</td>
<td>6 cr.</td>
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<tr>
<td>1. Islam: Religion and Culture</td>
<td>- 370</td>
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<td>2. Introduction to African Lit.</td>
<td>- 201</td>
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<td>3. History of East Africa</td>
<td>- 444</td>
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<tr>
<td>4. Introduction to Afr. Studies</td>
<td>- 277</td>
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<tr>
<td>5. Music Kiganda Xylophone</td>
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<td>6. (Intro. to Swahili Culture)</td>
<td>- 103</td>
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<td>7. Introduction to African Art</td>
<td>- 241</td>
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<td>B. Language</td>
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<tr>
<td>1. First Year</td>
<td>- 331, 332</td>
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<td>2. Second Year</td>
<td>- 333, 334</td>
<td>10 cr.</td>
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<td>3. Third Year</td>
<td>- 435, 436</td>
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<td>C. Linguistics (choice)</td>
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<td>3 cr.</td>
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<td>1. Sounds of African Languages</td>
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<tr>
<td>2. Intro. to African Linguistics</td>
<td>- 301</td>
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<tr>
<td>3. Language in Society in Africa</td>
<td>- 500</td>
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<tr>
<td>D. Literature</td>
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<td>6 cr.</td>
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<tr>
<td>1. Swahili Literature</td>
<td>- 699</td>
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<td>E. Residence in a country in which Swahili is spoken</td>
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<tr>
<td>1. US DOE - GPA Summer Swahili Institute (8 wks summer)</td>
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<tr>
<td>2. UF/UW Academic year Univ. of Dar es Salaam (9 months)</td>
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<td>3. University of Dar es Salaam, Tanzania (8 wks summer)</td>
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<tr>
<td>4. Florida-Makerere University, Uganda-Biology (8 wks summer)</td>
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<tr>
<td>5. St. Lawrence University in Kenya</td>
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<tr>
<td>6. UI Summer at the University of Egerton, Kenya</td>
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<tr>
<td>7. Simon Frazer College - Biology Semester in Kenya</td>
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</tbody>
</table>

| II. Methods (Dept. of Curriculum & Instruction)                  |       |       |
| A. Practicum (Fall)                                             | - 24- | 2 cr. |
| B. Methods of Teaching a FL (Fall)                              | - 34- | 3 cr. |
| C. Student Teaching (Spring)                                    | - 44- | 12 cr.|

<p>| III. General Education Requirements                             |       |       |
| A. Foundation Courses (Ed. Psy.)                                | 9 cr. |       |
| B. Reading (C&amp;I)                                                | 2 cr. |       |
| C. Human Relations                                              |       |       |
| D. Legal, Political, Economic Education                         | 3 cr. |       |
| E. Computers                                                    | 3 cr. |       |
| F. History, Philosophy of Education                             | 3 cr. |       |
| G. Study of the Profession                                      | 3 cr. |       |
| H. Pupil Diversity                                              | 3 cr. |       |
| I. Special Education                                            | 3 cr. |       |
| J. Education for Employment                                     | 1 cr. |       |</p>
<table>
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<tr>
<td>K</td>
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<td>M</td>
<td>Pupil Services</td>
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<td>N</td>
<td>Creating Positive Environments</td>
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<tr>
<td>O</td>
<td>Education and Testing</td>
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<tr>
<td>P</td>
<td>Educational Technology</td>
</tr>
</tbody>
</table>
Teacher Certification in Yoruba

DPI - REQUIREMENTS
University of Wisconsin
Proposed Certification Requirement

I. Yoruba Requirements (Dept. of African Languages & Literature)
   A. Culture and Civilization (choice) - 6 cr.
      1. Intro. to Yoruba Culture - 230
      2. Proseminar: Yoruba Art - 500
      3. Introduction to African Lit. - 201
      4. History of West Africa - 443
      5. Intro. to African Studies - 277
      6. Intro. to African Arts - 241
      7. African Dance (West African) - 032
   B. Language
      1. First Year - 371, 372 - 10 cr.
      2. Second Year - 373, 374 - 10 cr.
      3. Third Year - 475, 476 - .6 cr.
   C. Linguistics (choice) - 3 cr.
      1. Sounds of African Languages - 202
      2. Intro. to African Linguistics - 301
      3. Language in Society in Africa - 500
   D. Literature
      1. Yoruba Literature - 699 - 6 cr.
   E. Residence in a country in which Yoruba is spoken
      1. US DOE - GPA Summer Yoruba Institute (8 wks summer)
      2. Florida - Year at Obafemi Awolowo University (9 months)
      3. Penn State - University of Ibadan, Nigeria (9 months/8 wks summer)
      4. UW/UCLA - Summer Université du Benin, Togo (8 wks)

II. Methods (Dept. of Curriculum & Instruction)
   A. Practicum (Fall) - 24- - 2 cr.
   B. Methods of Teaching a FL (Fall) - 34- - 3 cr.
   C. Student Teaching (Spring) - 44- - 12 cr.

III. General Education Requirements
   A. Foundation Courses (Ed. Psy.) - 9 cr.
   B. Reading (C&I) - 2 cr.
   C. Human Relations
   D. Legal, Political, Economic Education - 3 cr.
   E. Computers - 3 cr.
   F. History, Philosophy of Education - 3 cr.
   G. Study of the Profession - 3 cr.
   H. Pupil Diversity - 3 cr.
   I. Special Education - 3 cr.
   J. Education for Employment - 1 cr.
   K. School, Family, Community Involvement - 1 cr.
   L. Children at Risk - 1 cr.
   M. Pupil Services - 1 cr.
### Creating Positive Environments
- **N. Creating Positive Environments**: 1 cr.

### Education and Testing
- **O. Education and Testing**: 1 cr.

### Educational Technology
- **P. Educational Technology**: 1 cr.
Appendix H

DRAFT

Doctoral Program
in
African Language Acquisition

Proposed Joint
University of Wisconsin
College of Letters and Science -
School of Education

COURSES

African Languages (Arabic, Hausa, Swahili, Yoruba)
African language proficiency (superior/3)
  3 yrs language instruction
  1 yr literature course/seminar
  in country language immersion course

African Studies (Minor)
  1 history appropriate for the African language
  1 social science appropriate for the African language

Curriculum and Instruction
  1-3 methods (elementary, middle, secondary, college)
  2 research methods for education
     (qualitative/quantitative)
  1 supervision
  1 pre-service/in-service training
  1 curriculum reform, sociology of teaching
  1 American curriculum, secondary curriculum

Educational Policy Studies
  1 Language policy & ethnicity, cultural pluralism
  1 African educational policy, comparative education in
developing countries

Education Psychology
  1 assessment
  3 statistics
  1 language learning development
  1 motivation

Linguistics
  2 courses appropriate to the African language (tonology,
dialectology)
  1 language and culture
  1 psycholinguistics, pragmatics
EXPERIENCE

In-country African language contact
Every 5 years in target language country/region (since 1989)

Instructor of an African Language
Adults - university/college
Adolescent - high school
Transescent - middle school
Children - elementary

Instructor of language methods course
Graduate level methods course
Graduate pre-service workshop
Undergraduate practicum/methods course

State Teaching Certificate
Foreign Language, English, English as a Second Language, Bilingual Education
Previous language teaching experience K-12

Supervision
Undergraduate teacher training program, graduate T.A. teaching program
Appendix I

Interdisciplinary Courses,
Faculty/Staff Research in Countries,
and
Overseas Programs
1990-3
Related to Major Languages*
at Title VI ASCs

University of California - Los Angeles
Arabic, Hausa, Swahili, (Wolof), and (Zulu) Instruction

ARABIC

Courses:

<table>
<thead>
<tr>
<th>Language</th>
<th>Courses Offered</th>
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<tbody>
<tr>
<td>Arabic</td>
<td>First Year MSA Arabic</td>
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<td>Second Year MSA Arabic</td>
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<td>Third Year MSA Arabic</td>
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<tr>
<td></td>
<td>First Year Spoken Egyptian Arabic (NELC)</td>
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<tr>
<td></td>
<td>First Year Spoken Moroccan Arabic (NELC)</td>
</tr>
</tbody>
</table>

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Courses offered through NELC

Ancient Egyptian Civilization (not Arab) (History 104)
North Africa (History 109)

Department Faculty - Research Experience in North Africa:

Faculty association with Middle East Studies Center (Title VI)
Education
Geography - 2
Theater, Film and Television
Urban and Regional Planning

UCLA Sponsored Overseas Program:

U.S. DOE/CIE Sponsored Overseas Language Program:

Egypt (CASA) (academic/summer - American University in Cairo)

HAUSA

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*This appendix is a sample of the interdisciplinary courses offered at Title VI ASCs which correspond to languages which provide three levels of instruction. Languages offered regularly but for only two levels are in parentheses. Languages offered upon demand at one level are not included in this chart. The data are from brochures, advertisements, catalogs, and timetables. This chart is not complete since seven Title VI ASC did not respond to a request for materials.

61
Courses:

**Language**

First Year Hausa (Linguistics 41)
Second Year Hausa (Linguistics 42)
Third Year Hausa (Linguistics 43)

Isam in Tropical Africa (History 86)

Department Faculty - Research Experience in Nigeria or Niger
- Anthropology
- Geography
- Linguistics

UCLA Sponsored Overseas Program:

U.S. DOE/CIE Sponsored Overseas Language Program:
- Nigeria/Niger (summer infrequent)

SWAHILI

Courses:

**Language**

First Year Swahili (Linguistics 1)
Second Year Swahili (Linguistics 2)
Third Year Swahili (Linguistics 3)

Eastern Africa (History 178)
Eastern Africa: Kings, Commoners, Merchants (History 197)
Music of Uganda (Music 91)

Department Faculty - Research Experience in East Africa:
- Anthropology - 5
- Biology
- Community Health Sciences - 2
- Design
- Economics
- Education
- Geography - 2
- History - 3
- Linguistics
- Political Science - 2

UCLA Sponsored Overseas Program:
- Kenya (? University of Nairobi)

U.S. DOE/CIE Sponsored Overseas Language Program:
- Tanzania/Kenya (summer)

Courses:

**Language**

First Year Wolof (Linguistics 61)
Second Year Wolof (Linguistics 62)
? Third Year

Faculty/Staff with Research Experience in Senegal:
Linguistics
Library and Information Sciences

UCLA Sponsored Overseas Program:

U.S. DOE/CIE Sponsored Overseas Language Program:

(ZULU)

Courses:

Language

First Year Zulu (Linguistics 7)
Second Year Zulu (Linguistics 8)
? Third Year

Composition & Society: Discourse on South Africa (English 132)
Southern Africa (History 201)
South Africa Since 1870 (History 179)
Southern African Politics (Pol. Sci. 197)

Faculty/Staff with Research Experience in South Africa:
History - 2
Linguistics - 3
Political Science

UCLA Sponsored Overseas Program:

U.S. DOE/CIE Sponsored Overseas Language Program:
ARABIC

Courses:
First Year Arabic 1 (ARA 1120)
Second Year Arabic 1 (ARA 2201)
Third Year Arabic 1 (ARA 3240)
Advanced Conversation/Composition 1 (ARA 4400)

Arabic Literary Heritage 1 (ARA 3130)
Structure of Standard Arabic (ARA 4850)
Modern Islam (REL 3938)

Faculty/Staff with Research Experience in North Africa:
African Languages and Literatures - 2
Religion

UF Sponsored Overseas Program:
Egypt (Summer - Ain Shams University)

U.S. DOE/CIE Sponsored Overseas Language Program:
Egypt (CASA) (academic/summer - American University in Cairo)

(SHONA)

Courses:
First Year Shona (SHO 1120)
History of Southern Africa (AFH 4450)
Peoples and Cultures of Southern Africa (ANT 6356)

Faculty/Staff with Research Experience in Zimbabwe:
UF Sponsored Overseas Program:

U.S. DOE/CIE Sponsored Overseas Language Program:

(SWAHILI)

Courses:
First Year Swahili (SWA 1120)
Second Year Swahili (SWA 2201)
History of East Africa (AFH 5458)

Department Faculty - Research Experience in East Africa:
African Languages and Literatures
UF Sponsored Overseas Program:
Tanzania (academic - University of Dar es Salaam)
Uganda (summer - Makerere University)

U.S. DOE/CIE Sponsored Overseas Language Program:
Tanzania/Kenya (summer)

(YORUBA)

Courses:
First Year Yoruba Language
Art of West Africa (YOR 1120)
Yoruba Oral Literature (ARH 3525)
(YOR 4502)

Department Faculty - Research Experience in Nigeria, Benin, Togo:
African Languages and Literatures - 2
Art History

UF Sponsored Overseas Program:
Nigeria (academic - Obafemi Awolowo University)

U.S. DOE/CIE Sponsored Overseas Language Program:
Nigeria (summer infrequent)
Stanford University
Arabic, (Hausa), and Swahili Instruction

ARABIC

Courses:
First Year Arabic
Second Year Arabic
Third Year Arabic

Faculty/Staff with Research Experience in North Africa:
History
Linguistics

Stanford Sponsored Overseas Program:

U.S. DOE/CIE Sponsored Overseas Language Program:
Egypt (CASA) (academic/summer - American University in Cairo)

(HAUSA)

Courses:
Language

? Not offered 1992-3

Faculty/Staff with Research Experience in Nigeria, Niger:
Linguistics

Stanford Sponsored Overseas Program:

U.S. DOE/CIE Sponsored Overseas Language Program:
Nigeria/Niger (summer infrequent)

SWAHILI

Courses:
First Year Swahili
Second Year Swahili
Third Year Swahili

Department Faculty - Research Experience in East Africa:
Anthropology
Food Research Institute
History
Linguistics - 2
Political Science

Stanford Sponsored Overseas Program:

U.S. DOE/CIE Sponsored Overseas Language Program:
Tanzania/Kenya (summer)
University of Wisconsin
Arabic, Hausa, Swahili, and Yoruba Instruction

ARABIC

Courses:

Language
First Year Arabic
Second Year Arabic
Third Year Arabic

Religion
Islam: Religion and Culture
Introduction to Sufism
Civilization of Ancient Egypt

History
Morocco: Folklore, Culture, & Literature
History of North Africa

Characteristics of Afro-Asiatic Languages
Traditional Middle East: Soc., Pol., Cul.
The Middle East in the 20th Century
The Modern Arab World
The Middle East in World Affairs Since 1900
Nationalist Movements in the Near East and North Africa
Seminar in Problems of Islamic History

Department Faculty - Research Experience in North Africa:
African Languages and Literature - 2
Classics
History - 3
Land Tenure Center
Music
Environment, Textiles, and Design

UW Sponsored Overseas Program:
Egypt (academic - American University of Cairo)
Morocco (summer - Mohammed V University)

U.S. DOE/CIE Sponsored Overseas Language Program:
Egypt (CASA) (academic/summer - American University in Cairo)
HAUSA

Courses:

First Year Hausa Language (African 361/362)
Second Year Hausa (African 363/364)
Third Year Hausa (African 465/466)

Seminar in Hausa Literature (African 930, infrequent course)

History of West Africa (History 443)

Department Faculty - Research Experience in Nigeria/Niger:
African Languages and Literature
Curriculum and Instruction
Educational Policy
Political Science

U.S. DOE/CIE Sponsored Overseas Language Program:
Niger (summer infrequent)

SWAHILI

Courses:

First Year Swahili Language (African 331/332)
Second Year Swahili (African 333/334)
Third Year Swahili (African 435/436)

Introduction to Swahili Culture African 103, infrequent)
Kiganda Xylophone (Music 361)
History of East Africa (History 444)

Department Faculty - Research Experience in East Africa:
African Languages and Literature - 3
Agricultural Economics
Anthropology
Music
Political Science/Women's Studies
Sociology - 2
Zoology/Environmental Studies

UW Sponsored Overseas Program:
Tanzania (academic - University of Dar es Salaam)

U.S. DOE/CIE Sponsored Overseas Language Program:
Tanzania/Kenya (summer)
Kuntz - Professionalizing Teachers of African Languages

YORUBA

Courses:

First Year Yoruba Language
Second Year Yoruba Language
Third Year Yoruba Language

***

Introduction to Yoruba Language and Culture (African 230)
History of West Africa (History 443)
Proseminar: Art of the Yoruba (Art History 500)

Department Faculty - Research Experience in Nigeria, Benin, Togo:
African Languages and Literature - 2
Afro-American Studies
Art History
Soil Science

UW Sponsored Overseas Program:
Togo (summer - Université du Benin)

U.S. DOE/CIE Sponsored Overseas Language Program:
Nigeria (summer infrequent)
## Appendix J

### Organizational Collaboration

#### Language Teaching

<table>
<thead>
<tr>
<th>K-12 Schools</th>
<th>Language Resource Centers</th>
</tr>
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<tbody>
<tr>
<td>Elementary</td>
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<td>Middle/Junior High</td>
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<tr>
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<td>Private Language Schools</td>
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<td>Peace Corps</td>
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<td>AATSEEL</td>
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<td>U.C. - Los Angeles</td>
<td>CLTA</td>
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<tr>
<td>ADEL</td>
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<td>NCSSTJ</td>
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<td>NASILP</td>
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<td>ERIC-CLL</td>
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<td>JNCL-NCILS</td>
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</tbody>
</table>

### Electronic Service

- ERL-1@asuacad.bitnet
- ERIC-1@iubvm.bitnet
- Languages@quebec.bitnet
- Multi-1@barilvm.bitnet
- Russian@asuacad.bitnet
- Arabic-1@byu.bitnet
- SLART-1@psuvm.bitnet
- Seelangs@cunyvm.bitnet
- Swahili-1@macc.wisc.edu

**International**

### African-related Organizations

- BATA
- ASA
- AASP
- AATSA
- AATSEEL
- ALA-ACAL (linguistics)
- ALA (literature)
- ALA (librarians)
- ACTR
- SEASSI
- ASALE
- ATJ
- NAPH
- CTSEAL
- NCOLCTL
- ALTA
- CLI
- CARAL

### Ethnic Communities

- Atlanta - Yoruba
- Detroit - Arabic
- Oritunjii Village - Yoruba
- Toledo - Arabic
- Washington, DC - Amharic

### African-related Organizations

- BATA
- CASA
- TAFL (Egypt/Tunisia)

### Government Organizations

- BBC
- UN
- Arab League
- OAU
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ADDRESSES

African Language Teachers Association (ALTA)
Pres., Antonia Schleicher, Dept. of African Languages and Literature, 866 Van Hise Hall, 1220 Linden Dr., University of Wisconsin, Madison, WI 53706 (608) 262-2487 folarin@macc.wisc.edu swahili-1@macc.wisc.edu

African Studies Association (ASA)
Exec. Sec., Edna Bay, Credit Union Bldg., Emory University, Atlanta, GA 30322 (404) 329-6410, Fax (404) africegb@emuvml.bitnet

American Association of Teachers of Arabic (AATA)
Exec. Dir., Dilworth Parkinson, Dept. of Asian and Near Eastern Languages, 280 HRBC, Brigham Young University, Provo, UT 84602 (801) 378-4684, Fax (801) 378-6528 parkinsonsd@byu.edu arabic-1@byu.edu

American Association of University Supervisors and Coordinators (AAUSC)
Sec., Lynn Carbón Gorell, Dept. of Spanish, Italian, and Portuguese, Penn State University, University Park, PA 16802

American Council on the Teaching of Foreign Languages (ACTFL)
Exec. Dir., Edward Scebold, 6 Executive Plaza, Yonkers, NY 10701 (914) 963-8830, Fax (914) 963-1275

Association of Departments of Foreign Languages (ADFL)
Pres., Ann Bugliani, % Modern Language Association, 10 Astor Place, New York, NY 10003 (212) 475-9500

Center for the Advancement of Language Learning (CALL)
Dir., Rick Rickerson, 801 North Randolph St., Suite 201, Arlington, VA 22203 (703) 525-4367 Fax (703) 525-5186
cal@guvax.bitnet

Center for Applied Linguistics (CAL)
Dir., Charles Stansfield, 1118 22nd St., NW Washington, DC 20037 (202) 429-9292, Fax (202) 659-5641
cal@guvax.bitnet

Center for Applied Research in African Languages (CARAL)
Dir., Stanley Cushingham, 269 W. Rock Ave., New Haven, CT 06515-7130 af614@yalevm.yale.edu

Central States Conference on the Teaching of Foreign Languages
Exec. Sec., Jody Thrush, Madison Area Technical College, 3550 Anderson St., Madison, WI 53704-(608) 246-673

Consortium for Language Teaching and Learning (CLTL)
Dir. Peter Patrikis, 111 Grove St., New Haven, CT 06511 (203) 432-0590

Defense Language Institute (DLI)
Presidio of Monterey, CA 93944 (408) 647-5119

Foreign Service Institute (FSI)
Dir., Nazir Daher, African Section, 1800 N. Kent St. 720 Arlington, VA (703) 243-4855

Joint National Committee for Languages (JNCL)
Kuntz - Professionalizing Teachers of African Languages

Dir., David Edwards, Suite 211, 300 Eye St., NE, Washington, DC 20002 (202) 546-7855 76306.535@compuserve.com
Linguistic Society of America (LSA)
Sec., Frederick Newmeyer, Suite 211, 1325 18th St., NW, Washington, DC 20036 (202) 835-1714
Modern Language Association (MLA)
Pres., Richard Brod, 10 Astor Place, New York, NY 10003 (212) 475-9500
Middle East Studies Association (MESA)
University of Arizona, 1232 N. Cherry Ave., Tucson, AZ 85721 (602) 621-5850
Middle State Association of Modern Languages
Gladys Rivera-LaScala, Language Studies Department, U.S. Naval Academy, Annapolis, MD 21402
Midwest Modern Language Association (MMLA)
Exec. Dir., Rudolf Kuenzli, 302 EPB, University of Iowa, Iowa City, IA 52242 (319) 335-0331
National Association of Self-Instructional Language Programs (NASILP)
Center for Critical Languages, Temple University, Philadelphia, PA 19122 (215) 787-1715/5233
National Council of State Supervisors of Foreign Languages (NCSSFL)
National Council of Less Commonly Taught Language Organizations (NCLCTLO)
Pres., Eyamba Bokamba, Matthews St., University of Illinois, Urbana, IL 61801 (217) 333-3563 FAX (217) 244-3050
bokamba@ux1.cso.uiuc.edu
National Foreign Language Center (NFLC)
Dir., David Maxwell, 1619 Massachusetts Ave. NW, Suite 400, Washington, DC 20036 (202) 667-8100 Fax (202) 667-6907
Northeast Conference on the Teaching of Foreign Languages
Sec., Elizabeth Holekamp, 200 Twin Oaks Ter., Suite 16, South Burlington, VT 05403 (802) 863-9939
Northeast Modern Language Association (NEMLA)
Exec. Dir., Anne Berkman, Dept. of English, East Stroudsburg University, East Stroudsburg, PA 18301 (717) 424-3379
Pacific Northwest Council on Foreign Languages
Ann Tllefson, 970 North Glenn Road, Caspar, WY 82601
Peace Corps - Language Training/Library (PC)
Dir., Doug Gilzo, 1990 K St. NW, Washington, DC (202) 606-3890
Rocky Mountain Modern Language Association (RMMLA)
Exec. Dir., Charles Davis, Department of English, Boise State University, Boise, ID 83725 (208) 385-1199 Fax (208) 385-1247
South Atlantic Modern Language Association (SAMLMA)
Exec. Dir., Robert Bell, Box 6109, University Station, University of Alabama, Tuscaloosa, AL, 35486 (205) 348-
South Central Modern Language Association (SCMLA)
Exec. Dir., Richard Critchfield, Department of English, Texas A&M, College Station, TX 77843 (409) 845-7041
Southern Conference on Language Teaching (SCOLT)
Lee Bradley, Valdosta State College, Valdosta, GA 31698
scolt@catfish.valdosta.peachnet.edu
Southwest Conference on Language Teaching (SWCOLT)
Mary de López, 220 Silverwood, El Paso, TX 79922
World Learning (U.S. The Experiment in International Living)
Critical Languages and Area Studies Consortium, P.O. Box 676, Kipling Rd., Brattleboro, VT 05302 (802) 257-7751 (800) 462-5272
Kuntz - Professionalizing Teachers of African Languages

State Foreign Language Organization, Publication, and Supervisors for HEA Title VI African Studies Center Universities

California
UC-Berkely, UC-Los Angeles, Stanford University
California Foreign Language Teachers Association
CLFTA News
MCLASC Newsletter: FORUM
Polyglot
Arlene Burns, Language Arts & Foreign Languages, California State Department of Education, P.O. Box 944262, Sacramento, CA 94244

Connecticut
Connecticut Council on Language Teaching
COLT News
Mary Ann Hansen, Foreign Languages, State Department of Education, P.O. Box 2219, Hartford, CT 06145

Florida
Florida Foreign Language Association
The FFLA Newsletter
Gabriel Valdes, Foreign Language Specialist, State Department of Education, 444 Florida Education Center, Tallahassee, FL 32399

Illinois
University of Illinois-Urbana
Illinois Council on the Teaching of Foreign Languages
Illinois Foreign Language Teachers Association
ICTFL Accents
IIFLTA Newsletter
Thomas Hansen, State Supervisor for Foreign Languages, Dept. N-242, Illinois State Board of Education, 100 North First St., Springfield, IL 62777

Indiana
Indiana University
Indiana Foreign Language Teachers Association
IIFLTA News
Walter Bartz, Foreign Language Education, Indiana Department of Education, Rm. 229, State House, Indianapolis, IN 46204

Massachusetts
Boston University
Massachusetts Foreign Language Association
MaFLA Newsletter and Bulletin
Gilman Herber, Bureau of Equity and Language Services, Massachusetts Department of Education, 1385 Hancock Street, Quincy, MA 02167

Michigan
Michigan State University
Michigan Foreign Language Association
Foreign Language Curriculum Program, Michigan Department of
New York

New York State Association of Foreign Language Teachers
NYSALFT News
Language Association Bulletin
Paul Dammer, Bureau of Foreign Languages Education, Rm. 228 EB, State Education Department, Albany, NY 12234

Ohio Foreign Language Association
Cardinal Humanities
Reid Baker, Foreign Language Education, Ohio Department of Education 65 S. Front Street, Rm. 1005, Columbus, OH 43266

Wisconsin Association of Foreign Language Teachers
The Voice of WAFLLT
Paul Sandrock, Foreign Language Supervisor, Wisconsin Department of Public Instruction, P.O. Box 7841, Madison, WI 53707

* Regional Associations *

Central States Conference on the Teaching of Foreign Languages
Midwest Modern Language Association (MMLA)
University of Illinois
Indiana University
Michigan State University
Ohio State University
University of Wisconsin

Middle State Association of Modern Languages
Cornell University
Yale University

Northeast Conference on the Teaching of Foreign Languages
Northeast Modern Language Association (NEMLA)
Boston University

Pacific Northwest Council on Foreign Languages
? University of California-Berkeley
? Stanford University

Rocky Mountain Modern Language Association (RMMLA)

South Atlantic Modern Language Association (SAMLA)
Southern Conference on Language Teaching (SCOLT)
University of Florida

South Central Modern Language Association (SCMLA)
Southwest Conference on Language Teaching (SWCOLT)
University of California-Los Angeles
Appendix K

The African Language Teachers Association
Awards
DRAFT
Description of Awards

ALTA DISTINGUISHED AFRICAN LANGUAGE EDUCATOR

Purpose: To honor members of the profession for their long term achievements and long term service to the language teaching profession. Only one such award will be given each year. It is the highest recognition that the organization can give.

Eligibility: Current ALTA member in good standing and recent retirees (current ALTA members) with a minimum of five (5) years as an ALTA member and a minimum of ten (10) years experience as an African language educator.

Selection Criteria: Eligibility, professional achievements and activities, evidence of continued professional growth, excellence in African language teaching and/or administration, service to the African language profession, service to ALTA.

ALTA CERTIFICATE OF RECOGNITION

Purpose: To recognize members of the profession who have demonstrated excellence in teaching or who have made a significant contribution to the profession.

Eligibility: Current ALTA member in good standing and recent retirees (current ALTA members) with a minimum of five (5) years as a member of ALTA and a minimum of five (5) years experience as an African language educator.

Selection Criteria: Eligibility, professional achievement and activities, and dedication to the foreign language profession.

ALTA PROFESSIONAL SERVICE AWARD

Purpose: To recognize recent retirees who have served the profession and their students in providing quality African language education.

Eligibility: Recent retiree with a minimum of five years as a member of ALTA and a minimum of ten years experience as an African Language educator.

Selection Criteria: Eligibility, dedication, and service to the African language profession.

ALTA FUTURE AFRICAN LANGUAGE TEACHER AWARD

Purpose: To recognize students in teacher-training programs or teaching assistants who show exceptional promise and potential to become outstanding African language instructors.

Eligibility: Currently enrolled in a teacher-training program or a current graduate teaching assistant.

Selection Criteria: Demonstrate interest and potential for excellence in African language instruction.

ALTA EXCELLENCE IN AFRICAN LANGUAGE STUDY AWARD

Purpose: To honor outstanding student achievement in the study of an African language.

Eligibility: A student currently enrolled in the most advanced African language course offered at the school/institution (primary through post-secondary).

Selection Criteria: Evidence of interest and excellence in African language and international studies both within and beyond the classroom.

*Modeled after the Wisconsin Association of Foreign Language Teachers documents.
Welcome to Membership in

A L T A

African Language Teachers Association

Serving United States Teachers since 1987

Name
Address (home)
Telephone Number
School/Institution
Address
Telephone Number
Email
Fax

All ALTA materials should be mailed to home ( ) or school ( )

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<td>Amh</td>
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<td>Dept. Chair</td>
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<tr>
<td>Ara</td>
<td>Sho</td>
<td>Instructor</td>
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<td>Bam</td>
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<td>Zul</td>
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<td>Other</td>
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Membership Fee:
Regular - $10.00
Retired - $5.00
Student - $5.00

Signature of Professor
Department
Institution

Dues are for the academic year: 1 September - 31 August

Check/Money Order Payable to: ALTA & UCLA African Studies Center
Your cancelled check is your receipt.

Mail Directly to: Thomas Hinnebusch
Department of Linguistics - UCLA
Los Angeles, CA 90024-1310

Recommended potential members:

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77
Among the problems that confront our nation is global incompetence -- failure to understand, communicate, and function effectively in an international environment.

1. Communicative mastery of a second language
2. Language, culture, and literature available for grades K-16
3. Recognize the multicultural dimension in the U.S.
4. Incorporate foreign language use and international knowledge into degree programs
5. Link teacher preparation and performance to professional standards which demonstrates proficiency in language and culture
6. Enhance language teacher competence at all levels through study abroad and summer immersion programs
7. Make language and cultural studies available to students of all professions
8. Identify and develop expertise in language and cultural translation and interpretation
9. Collaborate with the private sector to develop language skills, cultural awareness, and international expertise
Appendix M

Timeline for Action

African Language Instructors
A National Plan

* 1993 *

Language Computer Network: January, 1993
Amazigh-net

Overseas Language Program: June, 1993
Yoruba

Textbooks: September, 1993
I - Yoruba

Framework for Major Languages Draft - NCLCTLO October, 1993
Hausa, Lingala, Swahili, Yoruba

HEA, Title VI Language & Area Studies Proposals November, 1993
(1994-7 academic years)

Published Guidelines to ACTFL - December, 1993
Hausa, Lingala, Swahili, Yoruba
(Drafts) Afrikaans, Amharic, Bamana, Shona, Wolof, Zulu

* 1994 *

Language Computer Network: January, 1994
Hausa-L, Yoruba-L

TA Methods Course - Title VI ASCe January, 1994

Title VI African Studies Resource Centers February, 1994
Certificate Language Requirement

OPI Testers certified: May, 1994
Afrikaans, Amharic, Bamana, Hausa, Lingala,
Shona, Swahili, Wolof, Yoruba, Zulu

Overseas GPA Language Program: June, 1994
Hausa

OPI Tests & Manual to ACTFL: September, 1994
Hausa, Lingala, Swahili, Yoruba
(Drafts) Afrikaans, Amharic, Bamana, Shona, Wolof, Zulu

Published Guidelines to ACTFL: December, 1994
Afrikaans, Amharic, Bamana, Shona, Wolof, Zulu
Textbooks:
I - Amharic, Lingala, Wolof  
II - Afrikaans, Yoruba, Zulu  
III - Bamana, Hausa, Shona, Swahili  

Computer - Video Assisted Language Instruction:  
Hausa, Swahili, Yoruba  

* 1995 *

Language Computer Network:  
Bamana-L, Shona-L, Zulu-L  

OPI Trainer - Arabic, Hausa, Swahili  

Overseas GPA Language Program:  
Shona  

Immersion Program Middlebury College  
Swahili  

Published Guidelines to ACTFL  
Afrikaans, "Akan," Nyanja, Wolof  

OPI Tests & Manual to ACTFL  
Afrikaans, Amharic, Bamana, Shona, Wolof, Zulu  

K-12 Teacher Certification  
Arabic, Swahili, Hausa, Yoruba  

Doctoral African Language Program  
Arabic, Hausa, Swahili, Yoruba  

Language Faculty Inservice Institute (1996)  
Afrikaans, Amharic, Bamana, Hausa, Lingala, Shona, Swahili, Wolof, Yoruba, Zulu  

Textbooks:  
I - "Akan," Nyanja  
II - Amharic, Lingala, Wolof  
III - Afrikaans, Yoruba, Zulu  

Computer - Video Assisted Language Instruction:  
Amharic, Shona, Wolof, Zulu  

* 1996 *

Language Computer Network:  
Amharic-L, Lingala-L, Wolof-L  

Textbooks:  
II - "Akan," Nyanja  
III - Amharic, Lingala, Wolof  

April, 1996
Overseas GPA Language Program:
Bamana, Zulu
June, 1996

Immersion Program Middlebury College
Hausa
June, 1996

OPI Tests & Manual to ACTFL
"Akan," Nyanja
September, 1996

HEA, Title VI Language & Area Studies Proposals
(1997-2000) academic years
November, 1996

Computer - Video Assisted Language Instruction:
Bamana, Lingala
December, 1996

* 1997 *

Overseas GPA Language Program:
Amharic, Wolof
June, 1997

Immersion Program Middlebury College
Yoruba
June, 1997

7-12 Language Camp (Concordia College, MN)
June, 1997

Language Camp (Russellville, AR)
Arabic

Textbook Revisions:
I - Arabic, Bamana, Hausa, Shona, Swahili

Computer - Video Assisted Language Instruction:
"Akan," Nyanja
December, 1997

* 1998 *

Overseas GPA Language Program:
Lingala
June, 1998

7-12 Language Camp (Concordia College, MN)
Swahili
June, 1998

Language Camp (Russellville, AR)

K-16+ Language Instructor Inservice
Arabic, Hausa, Swahili, Yoruba
November, 1998

Textbooks:
III - "Akan," Nyanja

December, 1998

Textbook Revisions:
I - Afrikaans, Zulu
II - Arabic, Hausa, Swahili

December, 1998
Kuntz - Professionalizing Teachers of African Languages

* 1999 *

Overseas JPA Language Program:        June, 1999

?‘Akan," Nyanja

7-12 Language Camp (Concordia College, MN)  June, 1999
Hausa
Language Camp (Russellville, AR)

* Grants *

DOE/NEH/USIA Grants:  Writer or Reader each year from each ASC
Program Assistance
GPA - Swahili, Yoruba, Shona, Hausa  October
CIBR -  November
FLAP - K-12 programs Arabic
FIPSE - Undergraduate (teacher training)  October
NEH - Special Projects, undergraduate prog.
NSEA - Undergraduate study abroad, grad. programs
OBELMA - K-16 acquisition
UFLISP - Undergraduate
Teacher Education/Professional Development/Certification
NEH - Inservice (culture & authentic texts)  October
FIPSE -  LRC -

Technical Assistance/Support Services
LRC - computers, video, distant education
FIE - computers
STAR - partnership with state agencies (Arabic)
Graduate Student Assistance
FLAS -  November
NSEA -
Research - assessment, technology, acquisition, methods
IRSP -  LRC - learning styles, cognition
CIBER -
NCFCDSiL - lang. acquisition (Minority students)
Fulbright-Hays - overseas travel  October
IECA -  August
UAP  January

Materials Development
IRSP - dictionaries, textbooks, grammars, readers
FLMAP - library collections
NEH - Special Opportunities

Data Collection
IRSP - survey research, program planning  November
ERIC - enrollments, textbooks